

Evaluation Proposal–Response to RFP
from
Far West Laboratory for
Educational Research and Development

Submitted by
Wolfe Evaluation Associates
Doug Wolfe, President
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Introduction

This proposal is in response to the Request for Proposal (RFP) issued by the Far West Laboratory for Educational Research and Development (FWL). FWL is seeking proposals to evaluate its training program *Determining Instructional Purposes* (DIP). FWL is considering the marketing and sale of the DIP program and seeks information and recommendations to use in their decision-making process. FWL would also like information that could help school administrators make decisions about purchasing and using the DIP program. Wolfe Evaluation Associates (WEA), an evaluation industry leader with extensive experience evaluating training programs, is uniquely suited to carry out this evaluation for FWL.

Description of Program Being Evaluated

The purpose of the DIP training program is to provide skill training in planning of effective school programs to school administrators and graduate students in educational administration. The training package includes a Coordinator's Handbook and three training units:

- Unit 1: *Setting Goals*
- Unit 2: *Analyzing Problems*
- Unit 3: *Deriving Objectives*

Each unit has four to six modules. Typical modules include reading material, practice activities for individuals or small groups, and feedback for the practice activities. In many practice activities, trainees take on the role of planning teams and apply the skills to problems in hypothetical school districts.

The units were designed for flexible implementation. Each unit is self-contained so that units can be used alone or in any combination. Training time for each unit is estimated to be 10-18 hours, and the training can be administered in a concentrated workshop or in multiple sessions over several days or weeks. Training requires a coordinator to organize, guide, and monitor activities. The coordinator needs no prior knowledge, but does need to work through the relevant units individually or as part of a training group prior to leading training sessions. The Coordinator's Handbook provides all the procedures and information needed to lead a training course. All materials are in print form, and the materials have not yet been used in any simulated or real training sessions.

Evaluation Method

WEA proposes that the evaluation center around the following evaluation questions and activities.

What is the size of the potential market for the DIP program?

This question is to be addressed through market research conducted by WEA's research associate. The researcher will gather information regarding the number of school systems, the number of school administrators, and the number of graduate students enrolled in educational administration programs. These data will be obtained from professional organizations, the U.S. Department of Education, and other sources. WEA's evaluator will provide a comprehensive analysis of the data.

Evaluation Activities	Data Sources	Data Collection
Research to determine: <ul style="list-style-type: none"> • Number of school systems • Number of school administrators • Number of graduate students in educational administration 	Professional organizations (e.g., AASA) U.S. Dept. of Education	Market research

What is the quality of the DIP training program?

This question will be addressed by submitting the materials to three independent subject matter experts who will conduct a review of the materials. Reviewers will be provided with a survey instrument that includes Likert scales and open-ended questions focused on the degree to which the materials address established standards and norms for the content area, provide a clear and accurate presentation of the content, and appear to be engaging for the learners. The evaluator will provide an analysis of the survey results.

Activities to Observe	Data Source	Data Collection Design
Do the training materials <ul style="list-style-type: none"> • address established standards and norms for the content area • provide a clear and accurate presentation of the content • appear to be engaging for the learners 	Review by three subject matter experts	Survey with Likert scales and open-ended questions

How effective is the DIP training program?

To address this question, WEA will conduct and evaluate field testing of the DIP training program. Two units will be tested in sessions of 2 hours per week over approximately 9 weeks. One unit will be tested in an intensive format of approximately 6 hours per day for 3 days. WEA proposes to conduct the field testing near its offices to minimize travel expenses. WEA also proposes that FWL provide the training materials at no cost. Participants will take pretests and posttests, and the results will be analyzed with a t-test analysis of variance. In addition, the Evaluator will observe approximately 20% of the training sessions and record qualitative observations. If FWL wishes, WEA can also provide pricing for additional evaluation of the field tests, including trainee attitude surveys, analysis of instructional time requirements, and coordinator attitude surveys.

Activities to Observe	Data Sources	Data Collection Design
Assess whether students learn to <ul style="list-style-type: none"> • set goals • analyze problems • derive objectives 	Tests from field testing sessions Observations	Pre/posttests in class Checklists and notes

What is the competition?

The final evaluation question looks at the competition from other similar programs. A WEA research associate will review publisher catalogs, contact colleges of education, and will network with professional associations to determine what other similar programs exist, their key features, their estimated market share, and their pricing structures. The evaluator will review the researcher's findings and provide an analysis.

Activities to Observe	Data Sources	Data Collection Design
<ul style="list-style-type: none"> • Competitive programs • Market share for competitive programs • Cost of competitive programs 	<ul style="list-style-type: none"> • Publisher catalogs • Professional associations • Colleges of education 	Market research

Reporting of Results

WEA will provide two versions of a written report of its evaluation findings. The first report will be directed to FWL and will summarize all of the findings. The second report will be directed to school administrators who may be considering using the FWL program, and will focus on the quality and effectiveness of the DIP program.

Client Meetings and Communications

Meeting/Communication	Frequency	Details and Purpose
Initial Launch Meeting	Once	WEA President and Evaluator to meet with FWL staff in Boise to gather information for the Evaluator's Program Description, answer questions about the upcoming evaluation, and discuss key evaluation tasks
Status Meetings	Biweekly	Teleconference to review evaluation progress and share interim evaluation results
Interim Reports (written and/or via teleconference)	At key points	WEA will periodically share interim results such as reviewer surveys and pre/posttest results
Ad Hoc Meetings	As needed	To address any questions or concerns that may arise during the evaluation
Final Presentation	Once	WEA President and Evaluator to meet with FWL staff in Boise to present the Final Evaluation Report and to answer any questions about it.

Task Schedule

WEA proposes the following schedule of major tasks for the evaluation.

Task	Start	Finish
Initial Launch Meeting	01/03/2013	01/04/2013
Develop detailed evaluation plan	01/07/2013	01/25/2013
Client review/approval of detailed evaluation plan	01/28/2013	02/04/2013
SME Review of DIP Program	02/11/2013	02/27/2013
Field Testing Sessions-Intensive Format	02/19/2013	02/22/2013
Field Testing Sessions-Regular Format	02/25/2013	05/06/2013
Observe training sessions	02/19/2013	05/06/2013
Market Research—Market Size	05/07/2013	05/21/2013
Market Research—Competitive Programs	05/07/2013	05/21/2013
Analyze Data	05/22/2013	06/06/2013
Prepare Draft Final Report	06/07/2013	06/14/2013

Client Review of Draft Final Report	06/17/2013	06/24/2013
Prepare Final Report	06/25/2013	07/02/2013
Present Final Report (Meeting)	07/08/2013	07/09/2013

Project Personnel

WEA plans to use the following personnel to carry out the evaluation.

Doug Wolfe, President

Doug holds B.S. in Mathematics, an MBA in Organizational Management, and a PhD in Evaluation, all from Stanford University, as well as an honorary Doctor of Falsum Temperabo from Oxford University. Doug has worked in the field of evaluation for 25 years, and served as a special consultant to the Presidential Commission on the Space Shuttle *Challenger* Accident. Doug is a member of the National Council for Measurement in Education (NCME) and the American Evaluation Association (AEA).

Ima Pepper, Evaluator

Ima holds a B.A. in Education from the University of Chicago, a Masters in School Administration from Duke University, and a PhD in Evaluation from Harvard University. A veteran of the evaluation industry, Ima specializes in the evaluation of educational administration and adult training programs. She is the Chair of the Evaluation Use Topical Interest Group of the AEA, as well as a member of the NCME.

Sheza Pepper, Training Coordinator

Sheza has a B.A. in Psychology from Pennsylvania State University and an M.A. in Education with a graduate certificate in Adult Learning from Vanderbilt University. Sheza ran NASA training programs for five years, and currently provides in-service training for teachers.

Hee Sa Pepért, Research Associate

Hee holds a B.S. in Management Science from the Sloan School of Management at M.I.T., and is currently pursuing an MBA with a Marketing concentration from Stanford University. In his spare time, he is working on his third successful start-up company.

Woody Yu, Subject Matter Expert

Dr. Yu has education degrees from Princeton and Yale. He currently teaches Educational Administration at the University of Pennsylvania. He was formerly the superintendent of schools in Carlotta, NC. Prior to that he was a principal, assistant principal, and biology teacher.

Spike Tew, Subject Matter Expert

A former Guggenheim Fellow, Dr. Tew is currently the Dewey Cheatham & Howe Professor of Education at Cornell University. His research interest is in the area of educational administration.

B.A. Peppertu, Subject Matter Expert

Dr. Peppertu is currently a Post-doctoral Fellow at Columbia University Graduate School of Education. Prior to that, she served as a principal at several large urban high schools.

Budget

WEA proposes the following budget for the evaluation.

Item	Resource	Days	Rate	Total
<i>Evaluation Activities</i>				
Evaluation Project Management	WEA President	15	\$500.00	\$7,500.00
Market Research	Research Associate	5	\$125.00	\$625.00
Expert Reviews	Subject Matter Experts	9	\$400.00	\$3,600.00
Field Testing (incl. preparation)--approx. 22 training sessions of 2 hours each	Training Coordinator	15	\$300.00	\$4,500.00
Field Testing Observation (4 sessions)	Evaluator	2	\$400.00	\$800.00
Development of Pre/Posttests and Survey	Evaluator	5	\$400.00	\$2,000.00
Competitive Research	Research Associate	5	\$125.00	\$625.00
Data Analysis	Evaluator	15	\$400.00	\$6,000.00
Write Evaluation Reports	Evaluator	5	\$400.00	\$2,000.00
<i>Travel and per Diem</i>				
Two 2-day round trips, 2 people: Hartford, CT to Boise, ID				\$3,500.00
Estimated miscellaneous mileage: 500 miles @\$0.56 per mile				\$280.00
<i>Communications</i>				
Telephone (Estimated average of \$100 per month for 6 months)				\$600.00
<i>Supplies, Materials, and Photocopying</i>				
Supplies and Photocopying				\$500.00
Total Budget				\$32,530.00